

-MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE April 2, 2009
Kiely Hall Room 170

1. The meeting will come to order:

Chair, Dean Savage called the meeting to order at 3:55 pm

2. Approval of Agenda:

i. MOTION: Duly made by Senator Ruth Frisz and seconded:

 “To approve the agenda”

ii. MOTION: Duly made by Professor Kenneth Lord:

 “To amend the agenda and add under Committee Reports:”

 5a.iii. Undergraduate Curriculum Committee minutes dated – April 2, 2009

iii. MOTION: Duly made Chair Savage to add under New Business:

 7b. Joint Resolution concerning the PSC-CUNY Research Award Program

 Hearing no objection to the motion, the agenda was approved as amended.

3. Approval of Minutes:

MOTION: Duly made by Senator Elizabeth Lowe and seconded:

 “To approve the minutes dated March 12, 2009”

 Hearing no objection to the motion, the minutes were approved unanimously.

4. Announcements, Administrative Reports and Memorials:

The Chair announced we have two guest speakers today, Vice Chancellor for Finance and Budget, Ernesto Malave and Associate Vice Chancellor for Technology and Chief Information Officer, Brian Cohen along with his Staff Associate, Neil Aiello. Mr. Cohen outlined the upgrading of the Blackboard system and the challenges they face. Since all of the CUNY campuses have different schedules, this only leaves a window of 2 weeks a year to do the upgrades. Over the past several months, they have been able to stabilize the system enough to handle the large volume of users. In the future, they will test the system first using only some of the colleges and adding the reminder of the colleges slowly. Steps are being taken early to avoid the system failing while upgrades are being done.

Mr. Malave outlined the budget deficits and the results of the stimulus package on the City’s budget. The budget projections for the next 24 month barring any major problems will remain stable. They are exploring ways to help students in need by implementing various work study programs, a tuition waiver program, and textbook imitative to drive down the cost of the textbooks.

The Chair announced the following: surveys are being administered to various CUNY campuses to get information that will be helpful for the National Survey of Student Engagement; next the Chair announced that the Suggestions for an Effective Syllabus¹ will be distributed to all departments within the next week. Senator Alon Beer, Philanthropy Chair of the Alpha Epsilon Pi fraternity, thanked the administration for participating in the “April Fools Cup”, which netted over \$2,500. Senator Amanda Baron, and member of the Executive Committee, thanked the administration for increasing the student amount for free printing from \$10 to \$15 with rollover to the next semester. She encouraged the faculty to use blackboard as a way of *going green* to help reduce the amount of paper used in printing.

5. Committee Reports

5a. Undergraduate Curriculum Committee

- i. MOTION: Duly made by Professor Kenneth Lord, Chair of the UCC Committee:

“To accept the Undergraduate Curriculum minutes – dated November 13, 2008”

NOTE: Professor Lord stipulated that the PLAS courses “Extended Requirements” designations are not yet part of the PLAS courses, as we have not yet approved a Quantitative Reasoning Requirement. When and if we do approve a Quantitative Reasoning Requirement the extended requirement designation will be reviewed by the Undergraduate Curriculum Committee.

Hearing no objection to the amended minutes, Professor Lord moved unanimous consent

1. General Education: PLAS courses (see qcpages.qc.cuny.edu/ctl/gened/geac/14Oct08/)

Submission #25: LCD 144: Language and Social Diversity

Department Contacts: Robert Vago and Michael Newman (robert.vago@qc.cuny.edu)

Area of Knowledge and Inquiry: Analyzing Social Structures (SS)

Context of Experience: World Cultures (WC)

[\[Abstract\]](#) [\[Justification, Materials, Assessment, Administration \(PDF\)\]](#)

[\[Syllabus/Syllabi \(PDF\)\]](#)

Submission #52: GRKMD 250: Modern Greek Cinema

Department Contacts: GERASIMUS KATSAN (gerasimus.katsan@qc.cuny.edu)

Area of Knowledge and Inquiry: Appreciating and Participating in the Arts (AP)

Context of Experience: European Traditions (ET)

[\[Abstract\]](#) [\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)

¹ See: <http://qcpages.qc.cuny.edu/AcademicSenate/proposals.html>

Submission #54: FRENCH 41: Masterpieces of French Literature in Translation

Department Contacts: David Andrew Jones (David.Jones@qc.cuny.edu)

Area of Knowledge and Inquiry: Reading Literature (RL)

Context of Experience: European Traditions (ET)

[[Abstract](#)] [[Justification, Materials, Assessment, Administration \(RTF\)](#)]
[[Syllabus/Syllabi \(DOC\)](#)]

Submission #55: FREN 250: French Cinema

Department Contacts: David Andrew Jones (david.jones@qc.cuny.edu)

Area of Knowledge and Inquiry: Appreciating and Participating in the Arts (AP)

Context of Experience: European Traditions (ET)

[[Abstract](#)] [[Justification, Materials, Assessment, Administration \(DOC\)](#)]
[[Syllabus/Syllabi \(DOC\)](#)]

Submission #70: PHYS 204: Physics for Computer Science II

Department Contacts: Igor Kuskovsky (Igor.Kuskovsky@qc.cuny.edu)

Area of Knowledge and Inquiry: Natural Science Lab (NS-L)

Context of Experience: Not Applicable

Extended Requirement: Quantitative Reasoning (QR)

[[Abstract](#)] [[Justification, Materials, Assessment, Administration \(DOC\)](#)]
[[Syllabus/Syllabi \(DOC\)](#)]

Submission #71: PHYS 103: Physics for Computer Science I

Department Contacts: Igor Kuskovsky (Igor.Kuskovsky@qc.cuny.edu)

Area of Knowledge and Inquiry: Natural Science Lab (NS-L)

Context of Experience: Not Applicable

Extended Requirement: Quantitative Reasoning (QR)

[[Abstract](#)] [[Justification, Materials, Assessment, Administration \(DOC\)](#)]
[[Syllabus/Syllabi \(DOC\)](#)]

Submission #75: PHYS 121: General Physics I

Department Contacts: Vinod Menon (vmemon@qc.cuny.edu)

Area of Knowledge and Inquiry: Natural Science Lab (NS-L)

Context of Experience: Not Applicable

Extended Requirement: Quantitative Reasoning (QR)

[[Abstract](#)] [[Justification, Materials, Assessment, Administration \(PDF\)](#)]

[\[Syllabus/Syllabi \(DOC\)\]](#)

Submission #79: PHYS 122: General Physics II

Department Contacts: Vinod Menon (vmenon@qc.cuny.edu)

Area of Knowledge and Inquiry: Natural Science Lab (NS-L)

Context of Experience: Not Applicable

Extended Requirement: Quantitative Reasoning (QR)

[\[Abstract\]](#) [\[Justification, Materials, Assessment, Administration \(PDF\)\]](#)

[\[Syllabus/Syllabi \(DOC\)\]](#)

Submission #91: LCD 100: Language in Context

Department Contacts: Cornelia De Jong and Francis S. Walters (cornelia.dejong@qc.cuny.edu)

Area of Knowledge and Inquiry: Culture and Values (CV)

Context of Experience: Not Applicable

[\[Abstract\]](#) [\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)

[\[Syllabus/Syllabi \(DOC\)\]](#)

Submission #103: DRAM 001: Introduction to Drama and Theatre

Department Contacts: Dallas McCurley (Charles.Repole@qc.cuny.edu)

Area of Knowledge and Inquiry: Appreciating and Participating in the Arts (AP)

Context of Experience: Not Applicable

[\[Abstract\]](#) [\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)

[\[Syllabus/Syllabi \(DOC\)\]](#)

Submission #104: ASTR 001: General Astronomy

Department Contacts: Sajan Saini (sajan.saini@gmail.com)

Area of Knowledge and Inquiry: Natural Science (NS)

Context of Experience: Not Applicable

[\[Abstract\]](#) [\[Justification, Materials, Assessment, Administration \(PDF\)\]](#)

[\[Syllabus/Syllabi \(PDF\)\]](#)

Submission #105: ASTR 002: General Astronomy with Laboratory

Department Contacts: Sajan Saini (sajan.saini@qc.cuny.edu)

Area of Knowledge and Inquiry: Natural Science Lab (NS-L)

Context of Experience: Not Applicable

[\[Abstract\]](#) [\[Justification, Materials, Assessment, Administration \(PDF\)\]](#)

[\[Syllabus/Syllabi \(PDF\)\]](#)

Submission #108: ITAL 045: Italian Civilization

Department Contacts: Karina Attar (karina.attar@qc.cuny.edu)

Area of Knowledge and Inquiry: Culture and Values (CV)

Context of Experience: European Traditions (ET)

[\[Abstract\]](#) [\[Justification, Materials, Assessment, Administration \(RTF\)\]](#)

[\[Syllabus/Syllabi \(DOC\)\]](#)

Submission #110: PHIL 101: Introduction to Philosophy

Department Contacts: Steven Hicks (Steven.Hicks@qc.cuny.edu)

Area of Knowledge and Inquiry: Culture and Values (CV)

Context of Experience: European Traditions (ET)

[\[Abstract\]](#) [\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)

[\[Syllabus/Syllabi \(DOC\)\]](#)

ii. MOTION: Duly made by Professor Kenneth Lord, Chair of the UCC Committee:

“To accept the Undergraduate Curriculum minutes – dated March 12, 2009” (pages 2-4 only)

Hearing no objection to the minutes, Professor Lord moved unanimous consent

Submission #90: LCD 103: Multilingualism in the US

Department Contacts: Kate Menken (kmenken@qc.cuny.edu)

Area of Knowledge and Inquiry: Culture and Values (CV)

Context of Experience: United States (US)

[\[Abstract\]](#) [\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)

[\[Syllabus/Syllabi \(DOC\)\]](#)

Submission #114: SOC 101: Introduction to Sociology

Department Contacts: Suzanne Strickland (strickmcaul@msn.com)

Area of Knowledge and Inquiry: Analyzing Social Structures (SS)

Context of Experience: Not Applicable

[\[Abstract\]](#) [\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)

[\[Syllabus/Syllabi \(DOC\)\]](#)

Submission #119: PHIL 140: Ancient Greek Philosophy

Department Contacts: Steven Hicks (Steven.Hicks@qc.cuny.edu)

Area of Knowledge and Inquiry: Culture and Values (CV)

Context of Experience: European Traditions (ET)

[\[Abstract\]](#) [\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)

[\[Syllabus/Syllabi \(DOC\)\]](#)

3. Economics (09-05)

a. New course:

ECO231. Economic Development of China

3 hours; 3 credits Prerequisites: Math 131 and ECON101 or 103 and ECO102 or 104 and ENGL110. This is a basic survey course on China's economic development from a historical perspective. After a short review of some of China's pre-1949 economic history, the course focuses on the People's Republic, with roughly half the semester devoted to the period of Mao's leadership (1949-1976) and the balance devoted to the post-Mao period of reform and transition to a market economy (1978–present).important issues

b. Change to minor: To read:

Math 131 or the equivalent and 18 credits in economics including ECON 101 or 103; 102 or 104; any two of the following courses: ECON 205 (or 225) , 206 (or 226) , or 249; two additional economics or business courses.

4. Biology (09-06)

a. New course

BIOL 034. Genomics Research Experience I

3 Credits. OPEN to freshmen only

The first part of a two-semester sequence (Biology 034 and 035) that will introduce students to the scientific method for designing procedures for investigating natural phenomena, collecting data, acquiring new knowledge, and correcting and integrating existing knowledge. Students with no background in biology will participate in an authentic research experience—integrated into a laboratory course designed for freshmen—that will result in a significant contribution to the understanding of microbial genomics. During the fall course, soil samples will be collected in the field. From these samples students will identify and purify bacteriophages (viruses that infect bacteria). The bacteriophages will be characterized structurally by electron microscopy, and their DNA will be purified and sequenced. (Fall)

b. New course

BIOL 035. Genomics Research Experience II

3 credits. Prerequisite: BIOL 034

The second part of a two-semester sequence (Biology 034 and 035). During the spring course, open only to those completing the fall course (BIOL 034), DNA sequences of phages obtained during the fall semester will be analyzed with bioinformatic tools and compared with those of phages isolated at other locations. The goal is to identify genes and their organization, examine their similarities and differences that may characterize different phage groups, and determine how these groups may have arisen during evolution. (Spring)

5. FNES (09-07)

a. New Course:

FNES 10. Introduction to Skill Assessment and Physical Education Standards
2 hours, 1 credit.

Assessment of teacher candidates' skills and knowledge of concepts in a variety of sports and activities and provide an introduction to the Physical Education Profile, an assessment strategy used in high schools across New York State.

iii. MOTION: Duly made by Professor Kenneth Lord, Chair of the UCC Committee:

“To accept the Undergraduate Curriculum minutes – April 2, 2009

Hearing no objection to the minutes, Professor Lord moved unanimous consent

1. General Education: PLAS courses (see qcpages.qc.cuny.edu/ctl/gened/geac/4Mar09/)

Submission #33: ENSCI 100: Our Planet in the 21st Century: Challenges to Humanity

Department Contacts: Yan Zheng (yan.zheng@qc.cuny.edu)

Area of Knowledge and Inquiry: Natural Science Lab (NS-L)

Context of Experience: United States (US)

Extended Requirement: Quantitative Reasoning (QR)

[\[Abstract\]](#) [\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)

[\[Syllabus/Syllabi \(DOC\)\]](#)

Submission #92: DRAM 101: Introduction to Play and Performance

Department Contacts: Charles Repole (Charles.repole@qc.cuny.edu)

Area of Knowledge and Inquiry: Appreciating and Participating in the Arts (AP)

Context of Experience: Not Applicable

[\[Abstract\]](#) [\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)

[\[Syllabus/Syllabi \(DOC\)\]](#)

Submission #116: SOC 222: Social Welfare as a Social Institution

Department Contacts: Suzanne Strickland (strickmcaul@msn.com)

Area of Knowledge and Inquiry: Culture and Values (CV)

Context of Experience: United States (US)

[[Abstract](#)] [[Justification, Materials, Assessment, Administration \(DOC\)](#)]
[[Syllabus/Syllabi \(DOC\)](#)]

Submission #117: BIOL 024: Biology and Society

Department Contacts: Karl Fath, Corinne Michels and PoKay Ma (karl.fath@qc.cuny.edu)

Area of Knowledge and Inquiry: Natural Science (NS)

Context of Experience: Not Applicable

[[Abstract](#)] [[Justification, Materials, Assessment, Administration \(DOC\)](#)]
[[Syllabus/Syllabi \(DOC\)](#)]

Submission #122: BIOL 34 Genomics Research Experience I

Department Contacts: John Dennehy, Karl Fath, Corinne Michels and PoKay Ma
(Karl.fath@qc.cuny.edu)

Area of Knowledge and Inquiry: Natural Science Lab (NS-L)

Context of Experience: Not Applicable

[[Abstract](#)] [[Justification, Materials, Assessment, Administration \(DOC\)](#)]
[[Syllabus/Syllabi \(DOC\)](#)]

Submission #123: BIOL 35 Genomics Research Experience II

Department Contacts: John Dennehy, Karl Fath, Corinne Michels and PoKay Ma
(Karl.fath@qc.cuny.edu)

Area of Knowledge and Inquiry: Natural Science Lab (NS-L)

Context of Experience: Not Applicable

[[Abstract](#)] [[Justification, Materials, Assessment, Administration \(DOC\)](#)]
[[Syllabus/Syllabi \(DOC\)](#)]

Submission #124: SOC 212: Sociological Analysis

Department Contacts: Dean Savage and Suzanne Strickland (suzannesophiastrickland@gmail.com)

Area of Knowledge and Inquiry: Analyzing Social Structures (SS)

Context of Experience: Not Applicable

[[Abstract](#)] [[Justification, Materials, Assessment, Administration \(DOC\)](#)]
[[Syllabus/Syllabi \(DOC\)](#)]

5b. **Graduate Curriculum Committee:**

- i. MOTION: Duly made by Professor Richard Bodnar, Acting Dean of Research and Graduate Studies:

“To accept the Graduate Curriculum Minutes dated – March 4, 2009

Hearing no objection to the motion, Richard Bodnar moved unanimous consent.

NOTE: Professor Bodnar thanked Craig Michaels, Program Coordinator, for the great work done on these programs.

- 5.i. Early Childhood Education (birth to grade 2)
<http://qcpages.qc.cuny.edu/AcademicSenate/proposals.html>
- 5.ii. Childhood Special Education (grades 1 to 6)
<http://qcpages.qc.cuny.edu/AcademicSenate/proposals.html>
- 5.iii. Adolescent Content Specialist Special Education (grades 7 to 12)
<http://qcpages.qc.cuny.edu/AcademicSenate/proposals.html>

QUEENS COLLEGE GRADUATE CURRICULUM COMMITTEE
OVERVIEW OF REQUESTED CHANGES

Department: Educational and Community Programs,
Graduate Programs in Special Education

Department Contact: **Craig A. Michaels, Program Coordinator**
Telephone Number: **718-997-5266**
E-mail: **craig.michaels@qc.cuny.edu**

RE: Post-Masters, Advanced Certificate Program in Special Education: Early Childhood
Special Education (birth to grade 2)
Post-Masters, Advanced Certificate Program in Special Education: Childhood Special
Education (grades 1 to 6)
Post-Masters, Advanced Certificate Program in Special Education: Adolescent Content
Specialist Special Education (grades 7 to 12)

Background:

The Department of Educational and Community Program's (ECP) three Advanced Certification Programs in Special Education were approved by the Graduate Curriculum Committee on 9/3/08, by the Queens College Academic Senate on 10/2/08, and by the CUNY Board of Trustees on 12/8/08 (see the three attached letters from Alexandra Logue dated 12/18/08).

Yesterday, after making some changes that were required by the New York State Education Department (NYSED)—specifically in relation to the general pedagogical core requirements for field experiences, student teaching and/or practica in 52.21(b)(2)(ii)(c)(2), we received news that all three post-masters programs were approved (see the two e-mails dated 2/25/09 from Dina Sevayega and Ekaterina Sukhanova, which follow the three Logue letters).

This memo serves to clarify the specific changes that were made to the three advanced certificate programs as required by NYSED. I have also taken the liberty of e-mailing the Dean of Graduate Studies, Richard Bodnar, complete copies of the advanced certificate program applications that were approved by NYSED. It should be noted that the changes that are outlined below were approved by mail ballot by the members of the ECP Curriculum Committee. I have taken the liberty of putting these changes into a format that is typically used for requesting changes of the GCC and the Senate that modify language that appears in the Graduate Bulletin.

Across the three advanced certificate programs the required/requested changes reflect three elements:

- The need to remove the mention of any extension to the general education license or certification as ultimately these programs are leading to the granting of a second license (not an extension).
- The need to increase the number of credits for the certificates from 12 to 18 in order to add in the required 20 days of student teaching (or internship) in special education.
- Shifting the semester in which two of the courses are offered

I. Post-Masters, Advance Certificate Programs in Special Education: Early Childhood Special Education (birth to grade 2)

- 1) List the program description and purpose as previously passed by the Academic Senate Bracket the material that you wish changed or eliminated*

Program Description and Purpose

This post-masters, [12] credit, one-year, advanced certificate in early childhood special education leads to [a] New York State [extension (teacher certification)] in special education at the early childhood level (birth to grade 2) for individuals with master's degrees in education and New York State Initial [(Provisional)] and/or Professional (Permanent) Teacher Certification in general education at either the early childhood or childhood levels.

This new advanced certificate program is aligned with (a) the New York State Education Department's required core competencies in special education [for extending general education licenses], and (b) the core values of the Education Unit of Queens College of "promoting *Equity, Excellence, and Ethics* in urban schools and communities." Graduates who have completed all required New York State seminars and the Content Specialty Test (CST) in Students with Disabilities will be recommended to the New York State Education Department (NYSED) for [extensions to their licenses] in Teaching Students with Disabilities at the Early Childhood level.

- 2) List the program description and purpose as previously passed by the Academic Senate Bracket the material that you wish changed or eliminated*

Program Description and Purpose

This post-masters, 18 credit, one-year, advanced certificate in early childhood special education leads to New York State certification in special education at the early childhood level (birth to grade 2) for individuals with master's degrees in education and New York State Initial and/or Professional (Permanent) Teacher Certification in general education at either the early childhood or childhood levels.

This new advanced certificate program is aligned with (a) the New York State Education Department's required core competencies in special education, and (b) the core values of the Education Unit of Queens College of "promoting *Equity, Excellence, and Ethics* in urban schools and communities." Graduates who have completed all required New York State seminars and the Content Specialty Test (CST) in Students with Disabilities will be recommended to the New York State Education Department (NYSED) for a second license in Teaching Students with Disabilities at the Early Childhood level.

- 3) *List the curriculum scope and sequence as previously passed by the Academic Senate Bracket the material that you wish changed or eliminated*

Curriculum Scope and Sequence: Required Courses

Early Childhood Special Education (birth to grade 2)

Semester	Course #	Course Title	Credits
Fall 1	[ECPSE 700]	[Foundations of Special Education]	3 credits
	ECPSE 730	Curriculum and Instruction for Early Childhood Special Education	3 credits
Spring 1	ECPSE 701	Introduction to Assessment in Special Education	3 credits
	[ECPSE 722]	[Applied Behavior Analysis & Positive Behavioral Supports]	3 credits
			[12] credits

- 4) *Please state the curriculum scope and sequence as you wish it to read in the future. Eliminate whatever was bracketed above, and underline new material you are substituting or adding.*

Curriculum Scope and Sequence: Required Courses

Early Childhood Special Education (birth to grade 2)

Semester	Course #	Course Title	Credits
Fall 1	<u>ECPSE 722</u>	<u>Applied Behavior Analysis & Positive Behavior Supports</u>	3 credits
	ECPSE 730	Curriculum and Instruction for Early Childhood Special Education	3 credits
Spring 1	ECPSE 701	Introduction to Assessment in Special Education	3 credits
	<u>ECPSE 700</u>	<u>Foundations of Special Education</u>	3 credits
<u>Summer 1</u>	<u>ECPSE 725</u>	<u>Internship in Severe Disabilities</u>	<u>6 credits</u>
			<u>18 credits</u>

II. Post-Masters, Advance Certificate Programs in Special Education: Childhood Special Education (grades 1 to 6)

- 1) *List the program description and purpose as previously passed by the Academic Senate Bracket the material that you wish changed or eliminated*

Program Description and Purpose

This post-masters, [12] credit, one-year, advanced certificate in childhood special education leads to [a] New York State [extension (teacher certification)] in special education at the childhood level (grades 1 to 6) for individuals with master's degrees in education and New York State Initial [(Provisional)] and/or Professional (Permanent) Teacher Certification in general education at either the childhood or early childhood levels.

This new advanced certificate program is aligned with (a) the New York State Education Department's required core competencies in special education [for extending general education licenses], and (b) the core values of the Education Unit of Queens College of "promoting *Equity, Excellence, and Ethics* in urban schools and communities." Graduates who have completed all required New York State seminars and the Content Specialty Test (CST) in Students with Disabilities will be recommended to the New York State Education Department (NYSED) for [extensions to their licenses] in Teaching Students with Disabilities at the Childhood level.

- 2) *Please state the program description and purpose as you wish it to read in the future. Eliminate whatever was bracketed above, and underline new material you are substituting or adding.*

Program Description and Purpose

This post-masters, 18 credit, one-year, advanced certificate in childhood special education leads to New York State certification in special education at the childhood level (grades 1 to 6) for individuals with master's degrees in education and New York State Initial and/or Professional (Permanent) Teacher Certification in general education at either the childhood or early childhood levels.

This new advanced certificate program is aligned with (a) the New York State Education Department's required core competencies in special education, and (b) the core values of the Education Unit of Queens College of "promoting *Equity, Excellence, and Ethics* in urban schools and communities." Graduates who have completed all required New York State seminars and the Content Specialty Test (CST) in Students with Disabilities will be recommended to the New York State Education Department (NYSED) for a second license in Teaching Students with Disabilities at the Childhood level.

- 3) *List the curriculum scope and sequence as previously passed by the Academic Senate Bracket the material that you wish changed or eliminated*

Curriculum Scope and Sequence: Required Courses

Childhood Special Education (grade 1 to 6)

<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Credits</i>
Fall 1	[ECPSE 700]	[Foundations of Special Education]	3 credits
	ECPSE 710	Curriculum and Instruction for Childhood Special Education	3 credits
Spring 1	ECPSE 701	Introduction to Assessment in Special Education	3 credits
	[ECPSE 722]	[Applied Behavior Analysis & Positive Behavioral Supports]	3 credits
			[12] credits

- 4) *Please state the curriculum scope and sequence as you wish it to read in the future. Eliminate whatever was bracketed above, and underline new material you are substituting or adding.*

Curriculum Scope and Sequence: Required Courses

Childhood Special Education (grade 1 to 6)

<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Credits</i>
Fall 1	<u>ECPSE 722</u>	<u>Applied Behavior Analysis & Positive Behavioral Supports</u>	3 credits
	ECPSE 710	Curriculum and Instruction for Childhood Special Education	3 credits
Spring 1	ECPSE 701	Introduction to Assessment in Special Education	3 credits
	<u>ECPSE 700</u>	<u>Foundations of Special Education</u>	3 credits
Summer 1	<u>ECPSE 725</u>	<u>Internship in Severe Disabilities</u>	6 credits
			<u>18 credits</u>

III. Post-Masters, Advance Certificate Programs in Special Education: Adolescent Special Education (grades 7-12)

- 1) *List the program description and purpose as previously passed by the Academic Senate Bracket the material that you wish changed or eliminated*

Program Description and Purpose

This post-masters, [12] credit, one-year, advanced certificates in adolescent special education leads to [a] New York State [extension (teacher certification)] in special education at the adolescent level (grades 7 to 12) for individuals with master’s degrees in education and New York State Initial [(Provisional)] and/or Professional (Permanent) Teacher Certification in a general education content area (e.g., history, mathematics, chemistry, English).

This new advanced certificate program is aligned with (a) the New York State Education Department’s required core competencies in special education, and (b) the core values of the Education Unit of Queens College of “promoting *Equity, Excellence, and Ethics* in urban schools and communities.” Graduates who have completed all required New York State seminars and the Content Specialty Test (CST) in Students with Disabilities will be recommended to the New York State Education Department (NYSED) for [extensions to their licenses] in Teaching Students with Disabilities at the Adolescent level.

- 2) *List the program description and purpose as previously passed by the Academic Senate Bracket the material that you wish changed or eliminated*

Program Description and Purpose

This post-masters, 18 credit, one-year, advanced certificates in adolescent special education leads to New York State license in special education at the adolescent level (grades 7 to 12) for individuals with master’s degrees in education and New York State Initial and/or Professional (Permanent) Teacher Certification in a general education content area (e.g., history, mathematics, chemistry, English).

This new advanced certificate program is aligned with (a) the New York State Education Department’s required core competencies in special education [for extending general education licenses], and (b) the core values of the Education Unit of Queens College of “promoting *Equity, Excellence, and Ethics* in urban schools and communities.” Graduates who have completed all required New York State seminars and the Content Specialty Test (CST) in Students with Disabilities will be recommended to the New York State Education Department (NYSED) for a second license in Teaching Students with Disabilities at the Adolescent level.

- 3) *List the curriculum scope and sequence as previously passed by the Academic Senate Bracket the material that you wish changed or eliminated*

Curriculum Scope and Sequence: Required Courses

Adolescent Special Education (grade 7 to 12)

<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Credits</i>
Fall 1	[ECPSE 700]	[Foundations of Special Education]	3 credits
	ECPSE 740	Curriculum and Instruction for Adolescent Special Education	3 credits
Spring 1	ECPSE 701	Introduction to Assessment in Special Education	3 credits
	[ECPSE 722]	[Applied Behavior Analysis & Positive Behavioral Supports]	3 credits
			[12] credits

- 4) *Please state the curriculum scope and sequence as you wish it to read in the future. Eliminate whatever was bracketed above, and underline new material you are substituting or adding.*

Curriculum Scope and Sequence: Required Courses

Adolescent Special Education (grade 7 to 12)

<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Credits</i>
Fall 1	<u>ECPSE 722</u>	<u>Applied Behavior Analysis & Positive Behavior Supports</u>	3 credits
	ECPSE 740	Curriculum and Instruction for Adolescent Special Education	3 credits
Spring 1	ECPSE 701	Introduction to Assessment in Special Education	3 credits
	<u>ECPSE 700</u>	<u>Foundations of Special Education</u>	3 credits
<u>Summer 1</u>	<u>ECPSE 725</u>	<u>Internship in Severe Disabilities</u>	<u>6 credits</u>
			<u>18 credits</u>

5c. **Nominating Committee:**

MOTION: Duly made by Christopher Vickery, Chair of the Nominating Committee:

“To accept the Nominating committee report dated April 2, 2009”

Hearing no objection to the motion, the Chair moved unanimous consent.

1) The following student was nominated to fill the OPEN seat on the **International Student Affairs Committee:**

Kimberly Kutnert M&NS (to December 2010)

2) The following student was nominated to fill the OPEN seat on the **Undergraduate Admissions and Re-entry Standards Committee:**

Stephanie Gampel SS (to December 2010)

3) The following student was nominated to fill the OPEN seat on the **Undergraduate Scholastic Standards Committee:**

Rachel Stern SS (to December 2010)

4) The following faculty members were nominated to fill the OPEN seats on the **Honors and Awards Committee:**

Sue Lantz Goldhaber A&H (to April, 2012)
Hefer Bembenutty ED (to April, 2012)
Madhuilka Khandelwal SS (to April, 2012)

5d. **Committee on Athletic Policy Nominations:**

MOTION: Duly made by Chair Savage:

“To accept the following students for the Committee on Athletic Policy”

The following students were nominated by the Sports Association Board to serve on the Committee on Athletic Policy from May, 2009-May, 2010:

Jennifer Robbins
Brittany Schuler
David Burstein

Hearing no objection to the nominations, the Chair moved unanimous consent.

5e. **Teaching Excellence and Evaluation Committee:**

i. MOTION: Duly made by Professor Susan Croll:

“To accept the following Resolutions on On-Line Evaluation”

Resolution#1 We, the Queens College Academic Senate, resolve to extend online course evaluations to include the Spring and Fall semester of 2009.

Resolution #2 We, the Queens College Academic Senate, resolve to conduct evaluations of all courses each semester that online evaluations are in effect.

“Parliamentarian Dave Fields moved unanimous consent”

Hearing an objection to the motion, the motion failed.

ii. MOTION: Duly made by Professor Susan Croll:

“To accept Resolution #1”

Motion ii. passed (yes 35, no 1, abstain 0)

iii. MOTION: Duly made by Professor Susan Croll:

“To accept Resolution #2”

Motion iii. passed (yes 40, no 1, abstain 0)

5. Old Business (none)

6. New Business:

a. Scheduled Meeting Dates Fall 2009- Spring 2010

MOTION: Duly made by Senator Barbara Moore:

“To accept the Academic Senate Meeting Calendar for Fall 2009-Spring 2010”

Hearing no objection to the motion, the chair moved unanimous consent.

b. Joint Resolution concerning the PSC-CUNY Research Award Program:

MOTION: Duly made by Chair Savage:

“To accept the following Resolution”

Whereas, the monies that fund the PSC-CUNY Awards program result from the PSC-CUNY Contract, which are funds that by consent of PSC members, are excluded for use as salary and other compensation and are not part of general city or state funding of the University; and,

Whereas, the task force set up by the chancellery is an inappropriate body to alter the present arrangement of making these awards,

There, Be It Resolved, that the UFS Research Committee and the University Committee on Research Awards reject the restructuring proposal in the task force draft report, and

Be It Further Resolved, that the UFS Research Committee and the University Committee on Research Awards ask that the Task Force on the PSC-CUNY Awards Program be disbanded and that its suggestions be presented to the UCRA and its Executive Committee, for their consideration.

“Hearing no objection to the motion, the Chair moved unanimous consent”

MOTION: Duly made by Parliamentarian Fields:

“To adjourn”

The meeting was adjourned at 5:55 p.m. The next Special Academic Senate meeting will be on Thursday, May 7, 2009.